

## NEW PROSPECT ELEMENTARY

126 New Prospect Ch. Rd.  
Anderson, SC 29625

**GRADES** K-5 Elementary School

**ENROLLMENT** 621 Students

**PRINCIPAL** Sylvia Thomas 864-260-5195

**SUPERINTENDENT** Betty T. Bagley 864-260-5000

**BOARD CHAIR** Dr. William Mack Burriss 864-224-6384

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent  
10

Good  
63

Average  
17

Below Average  
0

Unsatisfactory  
0

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

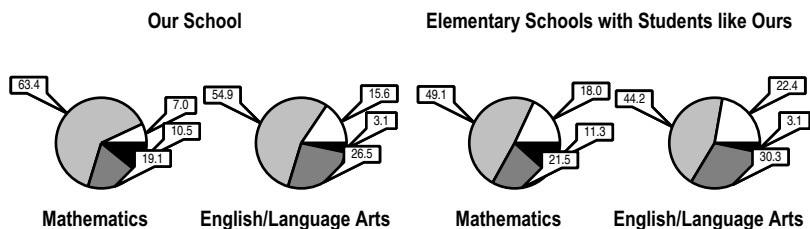
**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Good	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Below Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	49	93	69
Percent satisfied with learning environment	100.0%	83.9%	94.1%
Percent satisfied with social and physical environment	100.0%	82.6%	78.5%
Percent satisfied with home-school relations	89.4%	89.1%	91.2%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	295	99.3	15.6	54.9	26.5	3.1	29.6	17.6
Gender								
Male	141	98.6	20.2	55.5	21.8	2.5	24.4	17.6
Female	154	100.0	11.6	54.3	30.4	3.6	34.1	17.6
Racial/Ethnic Group								
White	211	100.0	14.7	53.4	28.3	3.7	31.9	17.6
African-American	75	97.3	19.3	57.9	21.1	1.8	22.8	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	216	100.0	11.8	53.7	32.0	2.5	34.5	17.6
Disabled	79	97.5	29.6	59.3	5.6	5.6	11.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	295	99.3	15.7	53.8	27.3	3.2	30.5	17.6
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	292	99.3	14.8	54.8	27.2	3.2	30.4	17.6
Socio-Economic Status								
Subsidized meals	154	98.7	21.1	58.5	17.9	2.4	20.3	17.6
Full-pay meals	141	100.0	10.1	50.4	35.7	3.9	39.5	17.6

Mathematics								
All students	295	99.3	7.0	63.4	19.1	10.5	29.6	15.5
Gender								
Male	141	98.6	6.7	63.9	20.2	9.2	29.4	15.5
Female	154	100.0	7.2	63.0	18.1	11.6	29.7	15.5
Racial/Ethnic Group								
White	211	100.0	4.2	64.4	19.4	12.0	31.4	15.5
African-American	75	97.3	10.5	64.9	19.3	5.3	24.6	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	216	100.0	5.4	60.1	22.2	12.3	34.5	15.5
Disabled	79	97.5	13.0	75.9	7.4	3.7	11.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	295	99.3	6.8	63.1	19.3	10.8	30.1	15.5
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	292	99.3	6.4	63.6	19.2	10.8	30.0	15.5
Socio-Economic Status								
Subsidized meals	154	98.7	10.6	69.9	13.0	6.5	19.5	15.5
Full-pay meals	141	100.0	3.9	55.8	25.6	14.7	40.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	91	N/A	18.7	53.8	26.4	1.1	27.5
	Grade 4	104	N/A	18.3	51.9	28.8	1.0	29.8
	Grade 5	117	N/A	17.1	63.2	19.7	N/A	19.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	98	100.0	13.5	36.0	42.7	7.9	50.6
	Grade 4	90	98.9	17.7	63.3	19.0	N/A	19.0
	Grade 5	107	99.1	15.7	66.3	16.9	1.1	18.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	91	N/A	18.7	60.4	14.3	6.6	20.9
	Grade 4	104	N/A	19.2	44.2	26.0	10.6	36.5
	Grade 5	117	N/A	17.9	50.4	24.8	6.8	31.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	98	100.0	10.1	59.6	16.9	13.5	30.3
	Grade 4	90	98.9	6.3	68.4	19.0	6.3	25.3
	Grade 5	107	99.1	4.5	62.9	21.3	11.2	32.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 621)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	6.3%	Down from 6.4%	2.8%	2.4%
Attendance rate	95.5%	Down from 95.9%	95.9%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	20.4%	Up from 19.2%	16.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	15.9%	Down from 16.5%	8.6%	8.0%
Older than usual for grade	1.8%	Up from 1.6%	0.9%	1.1%
Suspended or expelled	0.3%	Down from 1.1%	0.0%	0.0%

Teachers (n= 43)				
Teachers with advanced degrees	53.5%	Up from 50.0%	49.6%	50.0%
Continuing contract teachers	76.7%	Down from 84.1%	88.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	89.1%	Down from 89.9%	88.3%	86.2%
Teacher attendance rate	96.8%	Up from 93.4%	95.3%	95.3%
Average teacher salary	\$41,740	Down 2.4%	\$40,153	\$39,909
Prof. development days/teacher	11.0 days	Up from 6.9 days	11.3 days	11.4 days

School				
Principal's years at school	1.0	Down from 9.0	4.0	4.0
Student-teacher ratio	20.1 to 1	Down from 20.8 to 1	19.1 to 1	18.9 to 1
Prime instructional time	91.6%	Up from 88.1%	90.0%	89.7%
Dollars spent per pupil*	\$6,136	Up 3.7%	\$5,812	\$5,892
Percent spent on teacher salaries*	67.9%	Up from 64.8%	65.5%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.4%	Down from 99.8%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

During the 2002-03 school year, New Prospect Elementary School served 620 students in kindergarten through fifth grade. We expect an enrollment of 450 students in the 2003-04 school year due to the redefinition of our school zone and the opening of two new schools. NPES uses the Approved Curriculum of Anderson District Five, which is based on the SC standards. Along with the regular curriculum, students receive art, library, music, computer, and guidance. Special Education services are available for identified resource and speech students. Two EH self-contained classrooms and an associated Clinical Day Program are housed at NPES. Our staff also includes two guidance counselors, a nurse, and a site-based Mental Health counselor who address student health and emotional needs.

New Prospect School has a variety of programs and instructional strategies in place to further the academic success of our students. We offer a Before-School Program and have Reading Recovery for qualified first graders. We use the Balanced Literacy approach in ELA, the HUB Kit Science Program, and the Accelerated Reader Program to enhance student learning. Gifted and Talented students in third, fourth, and fifth grades participate in an off-campus program. NPES recognizes the outstanding efforts of our students through our Top Jets and Terrific Kids programs, the Accelerated Reader recognition program and our Order of the Scroll awards program for exemplary writing.

NPES is very proud of the dedicated parents and faculty members who are active in our SIC and PTO. Their level of dedication has allowed our school to be recognized for excellence in many arenas. Both Mandy Smith, NPES Teacher of the Year in 2002-03, and Madelaine Brownlee, NPES Teacher of the Year in 2000-01, represented Anderson District Five as District Teachers of the Year. Cam Caldwell, Jamie Gaines, and Susan Isbell have achieved National Board Teaching Certification. A parent, Julia Romo, was a State Volunteer of the Year in 2002-03. Our school has been recognized as an Exemplary Writing Hall of Fame school as well as a Flagship School of Promise in 2000. We are proud that our Flagship status has been renewed for the beginning of the 2003-04 year. NPES was a State Incentive Award recipient in 1991 and 1999 and claimed Honorable Mention in 1993. In 2002, we proudly earned a Silver Palmetto Award for our academic ratings.

Our challenge for 2003-04 is to continue striving for excellence while identifying and meeting the needs of our newly defined student body.

Sylvia Thomas, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.